



**THE INFLUENCE OF PRINCIPAL'S VISIONARY LEADERSHIP,
ORGANIZATIONAL CULTURE AND WORK MOTIVATION ON JUNIOR
HIGH SCHOOL TEACHERS' JOB COMMITMENT**

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Abstract: This study examines the impact of independent and dependent variables on Junior High Schools in Sub Rayon 05, North Aceh Regency. The benefits of this study are to be a reference material and increase knowledge in the field of visionary leadership of school principals, organizational culture, task commitment and work motivation and to provide information for junior high school principals in Sub Rayon 05 in particular and junior high school principals in North Aceh Regency in general. This study applies a quantitative approach, with data collection techniques in this study with interviews, questionnaires, and documentation. The research subjects consisted of 142 teachers. The results of the display of the principal's visionary leadership variable significantly affect task commitment. From the organizational culture side, it significantly affects commitment. At the same time, the principal's visionary leadership side also significantly affects work motivation, and organizational culture affects work motivation. From the work motivation side, it significantly affects the task commitment of junior high school teachers in Sub Rayon 05, North Aceh Regency. In addition, the principal's visionary leadership, organizational culture and work motivation simultaneously affect the task commitment of junior high school teachers in Sub Rayon 05, North Aceh Regency.

Keywords: Visionary Leadership, Organizational Culture, Work Motivation, Task Commitment

Abstrak: Kajian ini bermaksud untuk memeriksa dampak variabel independen dan variabel dependen pada Sekolah Menengah Pertama di Sub Rayon 05 Kabupten Aceh Utara. Manfaat dari penelitian ini adalah menjadi bahan referensi dan menambah pengetahuan dibidang kepemimpinan visioner kepala sekolah, budaya organisasi, komitmen tugas dan motivasi kerja serta memberi informasi bagi kepala sekolah SMP di Sub Rayon 05 khususnya dan kepala sekolah SMP di Kabupaten Aceh Utara pada umumnya. Penelitian ini menerapkan pendekatan kuantitatif, dengan tehnik pengumpulan data pada kajian ini dengan wawancara, angket, dan dokumentasi. Subjek penelitian terdiri dari 142 orang guru. Hasil memperlihatkan secara variable kepemimpinan visioner kepala sekolah berefek dengan signifikan terhadap komitmen tugas, dari sisi budaya organisasi secara signifikan berpengaruh pada komitmen tugas, sedangkan sisi kepemimpinan visioner kepala sekolah juga signifikan berdampak pada motivasi kerja, kemudian budaya organisasi signifikan berdampak kepada motivasi kerja, dari sisi motivasi kerja signifikan memberi pengaruh terhadap komitmen tugas guru SMP di Sub Rayon 05 Kabupaten Aceh Utara. Selain itu secara simultan kepemimpinan visioner kepala sekolah, budaya organisasi dan motivasi kerja berpengaruh secara beriringan terhadap komitmen tugas guru SMP di Sub Rayon 05 Kabupaten Aceh Utara.

Kata Kunci: Kepemimpinan Visioner, Budaya Organisasi, Motivasi Kerja, Komitmen Tugas

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INTRODUCTION

Law No. 14 of 2005 concerning Teachers and Lecturers, Article 1 point (4) states that a professional is a job or activity carried out by a person and becomes a source of income that requires expertise, skills, or abilities that meet certain quality standards or norms and require professional education. Therefore, teachers must have the qualifications mentioned above and know and comply with the various commitments that must be made as professional teachers. The obviousness that is applicable in the field of learning is still considered complicated by some teachers, even though during the learning and teaching process, the teacher's pedagogy skills become a strength for students to receive lessons. In other words, teachers can change boredom into something interesting and fun, and students feel challenged, so students' interest in learning and critical thinking arises.

Furthermore, educators are professional workers tasked with planning, implementing, and evaluating the learning process and providing guidance and training. Teachers are professional workers who can help their students plan, analyze, and conclude the problems they face. A teacher is not only limited to the status of a teacher, but the role of a teacher is broader, namely as an education provider to sharpen the level of education or quality of productivity. Schools as formal institutions are a means of achieving these educational goals. Teachers are important factors in learning and the lives of students. Therefore, teachers act as learning partners, mentoring models, facilitators, and changes in student success. The role of teachers as professional practitioners aims to actualize the execution of education in accordance with the ideals of professionalism, ensuring equal rights for all citizens to access quality education. In order to facilitate the process, teachers must possess a specific qualification profile in terms of knowledge, abilities, attitudes, values, and personal characteristics, as well as for students to possess them as learning subjects. Therefore, professional teachers in schools play a very strategic role.

Acknowledging the significance of teachers' roles, every teacher must be highly committed to carrying out their profession. Teachers with a strong dedication exhibit professionalism in classroom instruction while also demonstrating their competencies. Dedicated educators will endeavor to enhance their competencies through seminars and training activities to advance their education, maintain their status, and perform diligently, comprehensively, and earnestly. Husnah et al. (2021: 19-30) state that teacher commitment can grow from each individual or be built by the principal. Colquitt et al. (2009) contend that commitment may be affected by external variables, including corporate culture, organizational environment, work satisfaction, leadership, and group collaboration.

Research indicates that principal leadership plays an essential function in cultivating teacher dedication. Transformational leadership behaviors are associated with organizational trust and efficacy, while transactional leadership directly relates to teacher commitment (Freeman & Fields, 2020). Principals' relational practices, particularly maintaining trust, are key to improving and sustaining teacher commitment throughout the school year (Price, 2021). Authentic leadership's internalized moral perspective

dimension significantly influences teacher commitment, as leaders who align their principles with internal moral standards affect teachers' attitudes (Kasa et al., 2020). Moreover, instructional leadership influences teacher commitment both directly and indirectly, with collective teacher effectiveness serving as a mediator in this connection at the school level (Thien et al., 2023). These findings underscore the importance of various leadership approaches in cultivating teacher commitment, which ultimately impacts teaching quality, school climate, and student learning outcomes.

On average, junior high schools in Sub Rayon 05, North Aceh Regency, Aceh Province, have already achieved B Accreditation status. Although they have become B-accredited schools, of course, they are not free from obstacles and challenges experienced by the school. Junior high schools in Sub Rayon 05, North Aceh Regency, are focused on improving to utilize existing potential to maintain school quality optimally. Based on data received by researchers, the commitment of teachers to carrying out their duties as professional educators has decreased in the last three years. It is clear that there has been a decline in each indicator, but a very significant decline occurred in the indicators of having a sense of caring, sincerity, responsibility and being active, especially in the 2021/2022 period.

The decline in teacher commitment impacts the low quality of learning, suboptimal student learning outcomes, low sense of concern for the school, lack of sincerity in carrying out tasks, low discipline, low loyalty to leaders, diminishing sense of responsibility for tasks, and reduced teacher activity. Based on the researcher's initial observations, currently, Junior High School teachers in Sub Rayon 05 of North Aceh Regency often complain about the weak aspect of leadership integrity, which is often considered an obstacle to commitment, both individually, in work teams or organizationally. These complaints arise because there is often a gap between expectations and reality. Or a gap between what is said and portrayed and the reality of daily factual conditions. The fading authenticity of leaders like this causes leadership to lose its effectiveness. For example, previously, the community longed for a wise, gentle, and fatherly leader (father figure). However, when the figure is present, it turns out that he cannot overcome various problems well, so such a leader is considered indecisive. However, when a figure appears in contrast, say brave and firm, it does not guarantee that his leadership will be effective because most people sometimes do not want to determine measurable criteria for the leadership model they want and use subjective standards according to taste.

Based on the description above explains that many factors influence teacher commitment to carrying out their duties, both those found from previous research results and theoretical explanations. In addition, there is also a gap between the expected teacher's task commitment and the teacher's task commitment possessed by Junior High School teachers in Sub Rayon 05, North Aceh Regency. If this problem does not get more serious attention and a solution is immediately sought, it is feared that it will affect teacher task commitment in the following year. The study results also show that leadership style, organizational culture, and work motivation significantly influence performance and commitment, although some get the opposite results. The researcher will use the study as reference material to continue the next study entitled "The Influence

of Principal Visionary Leadership, Organizational Culture and Work Motivation on Junior High School Teachers' Task Commitment in Sub Rayon 05, North Aceh Regency".

LITERATURE REVIEW

Task Commitment

Jamil (2019: 33-43) states that commitment is a decision or agreement between a person and himself to do or not do, stop or continue an act or activity. According to Sahnun & Ritonga (2018: 417-434), commitment is a tendency to feel active with a full sense of responsibility. Everyone commits themselves, but some people have high commitment, and some have low commitment. According to Sahertian (1994: 88), the behavior of teachers who commit can be described as: 1) Low Commitment (a. Less concerned about student problems. b. Less providing time and energy to think about problems related to tasks. c. Only caring about one task. 2) High Commitment (a. They are concerned with tasks. b. Always providing enough time and energy to help students. c. Very concerned about others and caring about others

Goleman & Alex (2005: 190) stated that the characteristics of people who commit to working are: a) Ready to sacrifice for the sake of fulfilling more important goals; b) Feeling the encouragement of enthusiasm in a greater mission by trying to understand every job that will be carried out, using abilities optimally in carrying out tasks and being enthusiastic about work; c) Using group values in decision making and explaining choices; such as asking for advice from colleagues and leaders before taking action, listening to ideas conveyed by people, implementing every decision that has been agreed upon and not refusing if given sanctions if not implementing it; d) Actively seek opportunities to fulfill the group's mission; such as: developing ideas or concepts in decision making, determining steps and actions in making decisions. Based on the description above, it can be concluded that the teacher's commitment to carrying out his duties is an agreement by a teacher with himself to remain actively involved in carrying out his duties with full sincerity, honesty, concern and earnestness, discipline and full sense of responsibility, and loyalty. So the indicators of teacher task commitment in the study are as follows: 1) Having a sense of concern; 2) Sincerity; 3) Teacher discipline; 4) Loyal; 5) Responsibility; and 6) Active.

Visionary Leadership Style

The principal is the highest leader in an educational unit. Therefore, leadership is the process of influencing others to take steps or actions towards a common goal that has been determined, so a leader must have a way for their leadership to be successful. The leadership of a visionary principal has a very important role in inviting and influencing their subordinates to achieve the goals set together. A principal who has a clear vision will guide and be able to generate inspiration or ideas and positive motivation that leads to a better direction to realize the future dreams contained in the shared vision. Thus, the principal's visionary leadership is estimated to influence task commitment. To become a visionary leader, a person must: 1) Understand the concept of vision; 2) Understand the purpose of the vision; 3) Understand the characteristics and elements of the vision; 4) create meaning for members of the organization; 5) reflecting the uniqueness or

specialness of the organization; 6) implying values upheld by the organization; 7) contextual in the sense of paying close attention to the relationship between the organization and the environment and the history of the development of the organization concerned.

Visionary leadership has become a significant factor in organizational success across various sectors. It positively influences employee quality in public services (Utomo et al., 2022) and promotes team innovation by enhancing team cohesion (van der Voet & Steijn, 2020). Visionary leaders inspire followers to include them in their self-concept, leading to increased proactive behaviors like taking charge, especially among future-oriented employees (Liu et al., 2022). Visionary leadership cultivates innovation across many organizational levels via goal-oriented approaches. Visionary leadership at the team level fosters creativity via goal commitment, while individual-level visionary leadership boosts employee creativity by facilitating goal alignment between leaders and followers. Cross-level effects are present, wherein team-level visionary leadership enhances the correlation between individual-level visionary leadership and leader-follower congruence, as well as team goal commitment, hence intensifying the influence of leader-follower goal congruence on employee creativity (Cai et al., 2023).

RESEARCH METHODOLOGY

Research Design

The research is quantitative because it uses a positivist method that views reality/symptoms/phenomena as measurable, observable, and concrete, and there is a relationship between cause and effect. In the process, samples with research tools, data collecting, and quantitative/statistical analysis were used to evaluate the formulated hypothesis (Sugiyono, 2009: 8). This study employs a quantitative methodology using an Ex Post Facto research design. Sugiyono (2006: 7) elucidates that the Ex Post Facto research strategy is used to investigate occurrences and identify the variables that precipitated the occurrence. The Ex Post Facto research strategy involves categorizing the researched variables, followed by the analysis of facts to ascertain the causal relationships of events that transpired without any control or manipulation in the study process. The data collection tool used is a questionnaire, referred to as survey research. This study is referred to as exploratory research as it seeks to ascertain the impact of independent factors on dependent variables using Path Analysis. Location and Duration of Study.

This research was conducted at junior high schools in Sub Rayon 05, North Aceh Regency, Aceh Province. Based on the number of schools in Sub Rayon 05, North Aceh Regency, there are 14 schools consisting of 5 schools in Baktiya District, 5 in Tanah Jambo Aye District, and 4 in Seunudon District. The research is planned to be completed in approximately 4 months, from February 2024 to April 2024.

Population and Sample

Population

Sugiyono (2017: 90) asserts that a population is a generalized domain of objects or subjects to whom certain numbers and qualities are ascribed. The subjects of this research were junior high school instructors in Sub Rayon 05, North Aceh Regency, totaling 220 teachers spread across 3 sub-districts, namely Baktiya District, Tanah Jambo Aye, and

Seunudon District. According to the researcher, the three sub-districts represent all junior high schools in the Sub-Rayon 05 area of North Aceh Regency, comprising Baktiya Sub-district for the center area, Seunudon Sub-district for the southern region, and Jambo Aye Sub-district for the northern region.

Sample

According to Sugiyono (2008: 115), a sample is part of the number and characteristics of the population. Meanwhile, according to Arikunto (2008: 116), sampling is determined as follows: if less than 100, it is better to take all of them until the research is a population study. In this study, the sampling technique used the Slovin formula. Sugiyono (2011: 85) states that Slovin sampling is used when the sample size is too big, necessitating a method to derive a smaller, representative sample from the total population, with samples collected from each school at a 5% margin of error. Meanwhile, the targets were all junior high school principals in Sub Rayon 05 of North Aceh Regency spread across 3 sub-districts, namely Baktiya Sub-district, Tanah Jambo Aye Sub-district and Seunudon Sub-district, where the research sample was 142 teachers.

FINDINGS AND DISCUSSION

Findings

Summary of Description of Research Data Calculation Results

Table 1. Description of research data calculation results

	Y	X1	X2	X3
N Valid	142	142	142	142
N Missing	0	0	0	0
Mean	33.96	54.43	40.08	46.40
Std. Error of Mean	.314	.442	.376	.449
Median	33.00	53.00	40.00	46.00
Mode	32	51	41	44 ^a
Std. Deviation	3.743	5.265	4.484	5.345
Variance	14.012	27.722	20.106	28.568
Range	16	41	19	53
Minimum	28	47	31	4
Maximum	44	88	50	57
Sum	4822	7729	5692	6589

The Influence of Principal's Visionary Leadership on Teacher's Task Commitment

The findings of the first hypothesis test indicated that the principal's visionary leadership variable had a positive and substantial influence on the task commitment of junior high school teachers in Sub Rayon 05, North Aceh Regency. The estimated t value for the principal's visionary leadership variable is 4.114, above the t table value of 1.65, with a significance value of 0.009, which is less than the significance threshold of 0.05. Since the estimated t exceeds the t table value, the alternative hypothesis (H_a) is accepted, and the null hypothesis (H_0) is rejected, indicating a direct effect of the principal's visionary leadership on task commitment.

The coefficient for the principal's visionary leadership variable was 0.137, with a significance level of 0.009, according to the test findings. An enhancement in the principal's imaginative leadership would elevate the task dedication of junior high school instructors in Sub Rayon 05, North Aceh Regency. A 1% enhancement in the principal's visionary leadership correlates with a 13.7% rise in the dedication of junior high school teachers in Sub Rayon 05, North Aceh Regency.

Furthermore, based on the findings of field research using a survey/descriptive research method, it is known that out of 142 junior high school teacher respondents in Sub Rayon 05, North Aceh Regency, 100 (70.42%) respondents answered that they agreed that the principal was able to formulate a clear, inspirational and inspiring vision, managing dreams into reality on the indicator "Creating a culture and organizational behavior that is advanced and anticipatory". It indicates that the principal's visionary leadership style can directly influence the commitment of junior high school teachers in Sub Rayon 05, North Aceh Regency.

The findings of this study correspond with Candra's (2019) research on teacher commitment influenced by leadership style, school culture, and motivation affecting their performance. The findings of this research indicate that the principal's leadership style, school culture, and motivation each significantly influence teacher performance. Candra's (2019) subsequent research established that teacher commitment is influenced by leadership style, school culture, and incentive for their performance. This study's findings indicate that the principal's leadership style, school culture, and motivation each significantly influence teacher performance. The efficacy of teachers in executing primary responsibilities and duties as educational professionals is contingent upon their dedication.

The Influence of Organizational Culture on Task Commitment

The findings of the second hypothesis test indicated that the organizational culture variable has a positive and substantial influence on the task commitment of junior high school teachers in Sub Rayon 05, North Aceh Regency. The computed t value for the organizational culture variable is 5.487, above the t table value of 1.65, with a significance level of 0.000, which is below the threshold of 0.05. Since the estimated t exceeds the t table value, the alternative hypothesis (H_a) is accepted, and the null hypothesis (H_0) is rejected, indicating a direct connection between corporate culture and task commitment.

Additionally, the test findings indicate that the coefficient value for the organizational culture variable is 0.414, with a significance value of 0.000. An enhancement in organizational culture would elevate the job dedication of junior high

school instructors in Sub Rayon 05, North Aceh Regency. An increase of 1% in organizational culture would result in a 41.4% increase in task dedication among junior high school teachers in Sub Rayon 05, North Aceh Regency.

Based on the findings of field research using a survey/descriptive research method on 142 junior high school teacher respondents in Sub Rayon 05, North Aceh Regency, it is known that 91 (64.08%) respondents answered that they strongly agreed that every time they start the first lesson, students are accustomed to reading a prayer together on the indicator "Innovation and courage in taking risks". This result suggests that organizational culture might directly affect the dedication of junior high school teachers in Sub Rayon 05, North Aceh Regency. The findings of this study correspond with the research of Ajwan (2020) investigating the impact of organizational culture and work motivation on teacher commitment at Madrasah Aliyah Negeri 2 Model Medan. The findings demonstrate that corporate culture has a substantial impact on teacher job commitment, accounting for 61.5% of the variance. Work motivation significantly influences teacher work commitment by 14.8%. Organizational culture and job motivation influence teacher work commitment by 63.4%. This study aligns with the research by Husnah et al. (2020) in their journal titled *The Influence of Principal Leadership and Organizational Culture on Teacher Commitment in Carrying Out Tasks*, which demonstrates that the principal's visionary leadership significantly impacts teacher commitment with a coefficient of 0.438, while organizational culture also significantly affects teacher commitment with a coefficient of 0.506. Furthermore, principal leadership and organizational culture collectively exert a significant influence on teacher commitment to task execution.

The Influence of Visionary Leadership on Work Motivation

The findings of the third hypothesis test indicated that the principal's visionary leadership variable positively and significantly influenced the work motivation of junior high school teachers in Sub Rayon 05, North Aceh Regency. The t-count value for the principal's visionary leadership is 4.634, above the t-table value of 1.65, with a significance value of 0.001, which is less than the significance threshold of 0.05. Since the t-count exceeds the t-table, the alternative hypothesis (H_a) is accepted. In contrast, the null hypothesis (H_0) is rejected, indicating a direct impact of the principal's visionary leadership on the work motivation of junior high school teachers in Sub Rayon 05, North Aceh Regency.

The test findings indicated that the coefficient value for the principal's visionary leadership variable was 0.425, with a significance level of 0.001. An enhancement in the principal's imaginative leadership would elevate the job motivation of junior high school instructors in Sub Rayon 05, North Aceh Regency. A 1% enhancement in the principal's visionary leadership correlates with a 42.5% boost in work motivation among North Junior High School teachers.

Furthermore, based on the findings of field research using a survey/descriptive research method, it is known that out of 142 junior high school teacher respondents in Sub Rayon 05, North Aceh Regency, 90 (63.38%) respondents received awards for their achievements in the indicator "Always trying to outperform others", then 68 (47.89%) respondents were comfortable with the work environment conditions in the indicator

"There is feedback on the results of their work". It is inseparable from the principal's visionary leadership style, which can directly influence the work motivation of junior high school teachers in Sub Rayon 05, North Aceh Regency.

The principal's visionary leadership influences teacher work motivation due to several factors such as 1) Inspirational Vision: Visionary principals have a clear and inspiring vision for the school's future. This vision can motivate teachers because they can see the direction and goals they want to achieve collectively. 2) Effective Communication: The ability of principals to effectively communicate their vision, goals, and expectations to teachers is critical. Clear and open communication helps teachers understand their role in achieving that vision. 3) Providing Support and Resources: Visionary principals provide the support and resources necessary for teachers to succeed. It includes improving facilities, professional training, and developing relevant curricula. 4) Encouraging Innovation: Principals who encourage innovation and experimentation give teachers the confidence to try new approaches to teaching and learning. It can enhance teacher creativity and motivation. 5) Building a Collaborative Culture: Visionary principals build a collaborative and inclusive school culture where the opinions and contributions of all staff members are valued. It creates an environment that supports motivation and professional growth. 6) Visionary Leadership: Visionary leadership is often associated with transformational leadership, where the principal manages change and inspires and motivates others to achieve that change. This study's results align with the research conducted by A. Aulia Reski Novianti Alnisyar (2020) on the Influence of Principal Leadership Style on Teacher Work Motivation in Senior High Schools in Tamalate District, Makassar City. The study found a significant positive influence between the principal's leadership style and teacher work motivation in Senior High Schools in Tamalate District, Makassar City. Other studies have stated the same thing: that a principal's leadership significantly predicts organizational commitment and morale among teachers in remote schools (Werang, 2023). These findings highlight the importance of developing leadership skills among school principals to enhance teacher commitment and motivation. The studies suggest that well-educated and trained principals can inspire school elements to improve learning outcomes and overall educational quality (Werang, 2023; Sukarmin & Sin, 2022).

The Influence of Organizational Culture on Work Motivation

The findings from the fourth hypothesis test indicate that the organizational culture variable has a positive and substantial influence on the work motivation of junior high school teachers in Sub Rayon 05, North Aceh Regency. The t-count value for the organizational culture variable is 5.571, above the t-table value of 1.65, with a significance value of 0.000, which is less than the significance threshold of 0.05. Since the t-count exceeds the t-table, the alternative hypothesis (H_a) is accepted, and the null hypothesis (H_0) is rejected, indicating a direct effect of organizational culture on the work motivation of junior high school teachers in Sub Rayon 05, North Aceh Regency.

Additionally, the test findings indicate that the coefficient value for the organizational culture variable is 0.619, with a significance value of 0.000. An enhancement in organizational culture would elevate the motivation of junior high school instructors in Sub Rayon 05, North Aceh Regency. A 1% enhancement in organizational

culture correlates with a 61.9% improvement in the work motivation of instructors at North Junior High School.

Furthermore, based on the findings of field research using a survey/descriptive research method on 142 junior high school teacher respondents in Sub Rayon 05, North Aceh Regency, it was found that 97 (68.30%) respondents agreed that the school environment encourages and can create potential to produce high performance on the "Stability" indicator. This finding indicates that organizational culture can directly influence the work motivation of junior high school teachers in Sub Rayon 05, North Aceh Regency. The findings of this study correspond with the research of Masykur et al. (2019) about the impact of organizational culture on teacher work motivation at SD Ar-Raudah Bandar Lampung. The hypothesis test findings indicated a favorable and substantial impact of Organizational Culture on Teacher Work Motivation.

The Influence of Work Motivation on Task Commitment

The findings of the fifth hypothesis test indicated that the work motivation variable has a positive and substantial influence on the task commitment of junior high school teachers in Sub Rayon 05, Aceh Regency. The t-count value for the work motivation variable is 3.223, above the t-table value of 1.65, with a significance value of 0.002, which is less than the significance threshold of 0.05. Since the t-count exceeds the t-table, the alternative hypothesis (H_a) is accepted, and the null hypothesis (H_0) is rejected, indicating a direct relationship between work motivation and task commitment.

The test findings indicate that the coefficient for the work incentive variable is 0.168, with a significance level of 0.002. An enhancement in job motivation will lead to an improvement in task commitment among junior high school instructors in Sub Rayon 05, North Aceh Regency. An increase of 1% in work motivation and task commitment among junior high school teachers in Sub Rayon 05, North Aceh Regency, would result in a 16.8% rise.

Furthermore, based on the findings of field research using a survey/descriptive research method on 142 junior high school teacher respondents in Sub Rayon 05, North Aceh Regency, it was found that 89 (62.68%) respondents answered in agreement about trying hard to improve their performance as a teacher on the indicator "Working with the hope of getting incentives". These results indicate that work motivation can have a direct influence on the commitment of junior high school teachers in Sub Rayon 05, North Aceh Regency.

The findings of this study correspond with the research of Candra et al. (2019) about teacher commitment influenced by leadership style, school culture, and motivation related to their performance. This study's findings indicate that the principal's leadership style, school culture, and motivation each significantly influence teacher performance.

The Influence of Principal's Visionary Leadership, Organizational Culture, and Work Motivation on Teacher's Task Commitment

The sixth hypothesis test indicates that the principal's visionary leadership, organizational culture, and work motivation together influence the task commitment of Junior High School teachers in Sub Rayon 05, North Aceh Regency. The findings of simultaneous testing (F test) provide evidence. The f-count value is 34.773, while the f-table at a significance level of 5% (0.05) is 2.67. The f-count exceeds the f-table (34.773

> 2.67), indicating a significance level of 0.000. The principal's visionary leadership, organizational culture, and work motivation together influence the job commitment of junior high school instructors in Sub Rayon 05, North Aceh Regency. The enhancement of the principal's visionary leadership, organizational culture, and work motivation would elevate the commitment of junior high school teachers in Sub Rayon 05, North Aceh Regency.

This study corroborates the findings of Candra et al. (2019) about teacher commitment influenced by leadership style, school culture, and motivation on their performance. This study's findings indicate that the principal's leadership style, school culture, and motivation each significantly influence teacher performance. The research by Ajwan (2020) investigated the impact of organizational culture and work motivation on teacher commitment at Madrasah Aliyah Negeri 2 Model Medan. The findings demonstrate that Organizational Culture strongly influences Teacher Work Commitment by 61.5%. Work motivation significantly influences teacher work commitment by 14.8%. Organizational culture and work motivation substantially influence teacher work commitment by 63.4%. This is consistent with the findings of Candra et al. (2019), which assert that teacher commitment is influenced by leadership style, school culture, and motivation for their performance. This study's findings indicate that the principal's leadership style, school culture, and motivation all significantly influence teacher performance.

Discussion

The conclusions of this research, derived from the analyzed data on the impact of Principal Visionary Leadership, Organizational Culture, and Work Motivation on the commitment of junior high school teachers in Sub Rayon 05, North Aceh Regency, are as follows:

Factors Influencing Principal Visionary Leadership on Teachers' Commitment

Data analysis and field research findings using the survey or questionnaire method, it is known that the principal's visionary leadership directly influences the commitment of junior high school teachers in Sub Rayon 05, North Aceh Regency. The factors influencing it are: (1) Thinking about the organization's future: "The principal can develop extracurricular programs oriented towards excellence". (2) Creating an advanced and anticipatory organizational culture and behavior: "The principal can formulate a clear, inspirational and inspiring vision and manage dreams to become a reality". (3) Reflecting high ideals and setting good standards: "The principal can accept criticism and suggestions from teachers, and the principal has extensive experience and knowledge in managing a school".

Factors Influencing Organizational Culture on Teachers' Job Commitment

Based on data analysis and field research findings using survey/questionnaire methods, it is known that organizational culture directly influences the job commitment of junior high school teachers in Sub Rayon 05, North Aceh Regency. The factors that influence it are as follows: (1) Stability: "Each teacher has received a workload according to their background and level of education. The school environment also encourages the creation of potential to produce high performance. It has a very good relationship and

cooperation between teachers and the principal". (2) Innovation and courage in taking risks: "Every time students start their first lesson, they are accustomed to reading prayers together". (3) Group orientation "The principal and teachers create an atmosphere of togetherness in the school environment". (4) Individual orientation "Respect for superiors and colleagues is a culture that must always be instilled".

Factors Influencing the Principal's Visionary Leadership on Work Motivation

Data analysis and field research findings using the survey/questionnaire method, it is known that the principal's visionary leadership directly influences the work motivation of junior high school teachers in Sub Rayon 05, North Aceh Regency. The factors influencing it are (1) Inspirational Vision: "A visionary principal has a clear and inspiring vision for the school's future. This vision can motivate teachers because they can see the direction and goals they want to achieve collectively". (2) Effective communication: "The principal's ability to effectively communicate the vision, goals, and expectations to teachers is very important. Clear and open communication helps teachers understand their role in achieving the vision". (3) Building a collaborative culture: "A visionary principal builds a collaborative and inclusive school culture where the opinions and contributions of all staff members are valued. It creates an environment that supports motivation and professional growth".

Factors Influencing Organizational Culture on Work Motivation

Based on data analysis and field research findings using survey/questionnaire methods, it is known that organizational culture directly influences the work motivation of junior high school teachers in Sub Rayon 05, North Aceh Regency. The factors influencing it are (1) Attention to detail: "Periodically, the school holds a family gathering of the school staff with a friendly and joking atmosphere". (2) Results orientation: "Students always greet and say hello when they meet the teacher". (3) Aggressiveness: "Happy to discuss this school when other people ask about this school and feel that the atmosphere in this school is following the teacher's expectations".

Factors Influencing Work Motivation on Task Commitment

Based on data analysis and field research findings using survey/questionnaire methods, it is known that work motivation directly influences the task commitment of junior high school teachers in Sub Rayon 05, North Aceh Regency. The factors influencing it are: (1) Teacher responsibility in carrying out tasks: "Teachers always work following the quality standards set by the school". (2) Having clear and challenging goals: "Teachers are willing to teach subject matter even if they do not master the material". (3) Carrying out tasks with clear targets, "Analyzing the results of daily tests / general tests". (4) Having pleasure in working: "Teachers get health insurance and are given attention to their rights and obligations". (5) Work environment: "Teachers feel comfortable with the work environment conditions".

Factors That Influence the Principal's Visionary Leadership, Organizational Culture, and Work Motivation on Task Commitment

Data analysis and field research findings using the survey/questionnaire method show that the variables of the principal's visionary leadership, organizational culture, and work motivation simultaneously affect the task commitment of junior high school teachers in Sub Rayon 05, North Aceh Regency. The factors that influence it are as

follows: (1) The principal thinks about the organization's future, creates a culture and organizational behavior that is advanced and anticipatory, reflects high ideals, and sets good standards. (2) Organizational culture that has stability, innovation, and courage in taking risks, has a group orientation, an individual orientation, attention to detail, and high results orientation and aggressiveness. (3) Teachers have teacher responsibility in carrying out tasks, have clear and challenging goals, have a sense of pleasure in working, carry out tasks with clear targets, and are supported by comfortable work environment factors.

CONCLUSION

Based on the results of field research and the discussion that has been presented previously, the following conclusions can be drawn:

1. The principal's visionary leadership significantly influences task commitment, meaning that the more the principal's visionary leadership increases, the more the junior high school teacher's task commitment will increase in Sub Rayon 05, North Aceh Regency. Based on the study's results, 100 (70.42%) respondents agreed that the principal could formulate a clear, inspirational, and inspiring vision and manage dreams into reality on the "Creating an advanced and anticipatory organizational culture and behavior" indicator.
2. Organizational culture significantly influences task commitment, meaning that the more the organizational culture increases, the more the junior high school teacher's task commitment will increase in Sub Rayon 05, North Aceh Regency. Based on the study's results, 91 (64.08%) respondents strongly agreed that every time students start their first lesson, they are accustomed to reading prayers together on the indicator "Innovation and courage in taking risks".
3. The principal's visionary leadership significantly influences work motivation, meaning that the more the principal's visionary leadership increases, the more the work motivation of junior high school teachers in Sub Rayon 05, North Aceh Regency will increase. Based on the results of the study, 90 (63.38%) respondents received awards for their achievements in the indicator "Always trying to outperform others," and then 68 (47.89%) respondents were comfortable with the work environment conditions in the indicator "There is feedback on the results of their work".
4. Organizational culture significantly influences work motivation, meaning that the more the organizational culture increases, the more the work motivation of junior high school teachers in Sub Rayon 05, North Aceh Regency will increase. Based on the study's results, 97 (68.30%) respondents agreed that the school environment encourages and can create the potential to produce high performance in the "Stability" indicator.
5. Work motivation significantly influences task commitment, meaning that the more the work motivation increases, the more the work commitment of junior high school teachers in Sub Rayon 05, North Aceh Regency will increase. Based on the study's results, 89 (62.68%) respondents agreed about trying hard to improve their performance as a teacher on the indicator "Working with the hope of getting incentives".

6. The principal's visionary leadership, organizational culture, and work motivation simultaneously affect task commitment, meaning that the more these variables increase, the more the task commitment of junior high school teachers in Sub Rayon 05, North Aceh Regency will increase.

Implications

The hypothesis testing in this research indicates that the principal's visionary leadership, organizational culture, and job incentive affect task commitment. The implications derived from the research findings and conclusions of this study are as follows:

1. The acceptance of the first premise posits that the principal's visionary leadership significantly impacts task commitment. Initiatives to enhance task commitment include refining the principal's visionary leadership approach, which may articulate a clear, compelling vision and transform aspirations into reality.
2. The acceptance of the second hypothesis, namely that organizational culture has a significant influence on task commitment, then efforts to increase task commitment are to improve the organizational culture that implements every time students start their first lesson, they are accustomed to reading prayers together.
3. Accepting the third hypothesis, namely that the principal's visionary leadership significantly influences work motivation. Efforts to increase work motivation include increasing the principal's visionary leadership, which appreciates the achievements of subordinates and can create a comfortable work environment.
4. The acceptance of the fourth hypothesis, namely that organizational culture has a significant influence on work motivation, then efforts to increase work motivation are by increasing the organizational culture that encourages the school environment to be able to create the potential to produce high performance.
5. The acceptance of the fifth hypothesis, namely that work motivation has a significant influence on task commitment, is that efforts to increase task commitment are made by increasing work motivation by trying hard to improve performance as a teacher.
6. By accepting the sixth hypothesis, namely that the principal's visionary leadership, organizational culture, and work motivation jointly influence task commitment, efforts to increase task commitment are made by increasing these three variables.

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